



KNIGHTSVILLE ELEMENTARY

847 Orangeburg Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	1,011 Students	
Principal	Wally Baird	843-873-4851
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

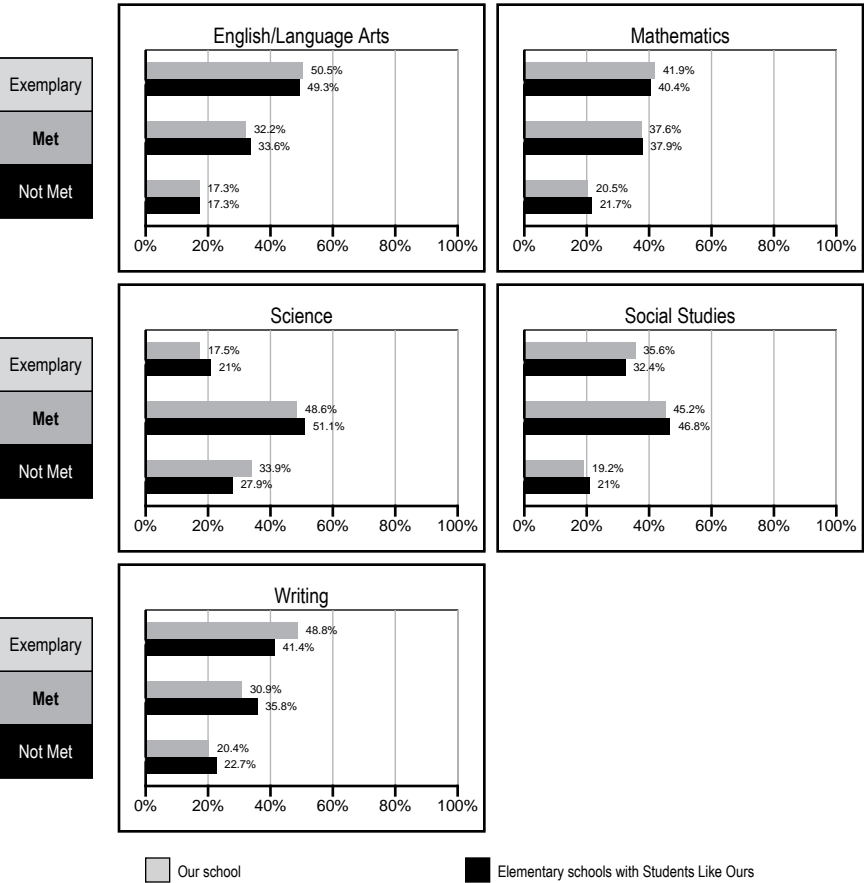
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	28	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,011)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.1%	1.1%	1.2%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.1%
Eligible for gifted and talented	13.8%	Up from 10.1%	17.0%	11.7%
With disabilities other than speech	4.9%	No Change	7.3%	8.0%
Older than usual for grade	0.5%	Down from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Down from 3.2%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	49.2%	Up from 40.3%	62.2%	60.5%
Continuing contract teachers	80.3%	Up from 65.7%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 1.8%	0.0%	0.0%
Teachers returning from previous year	71.7%	Up from 71.4%	90.2%	87.0%
Teacher attendance rate	94.6%	Down from 94.7%	95.8%	95.4%
Average teacher salary*	\$44,355	Down 0.5%	\$48,220	\$47,288
Professional development days/teacher	12.4 days	Up from 10.9 days	10.9 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.5 to 1	20.1 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 88.4%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,475	Down 1.8%	\$7,127	\$7,548
Percent of expenditures for instruction**	66.3%	Up from 63.8%	69.0%	68.7%
Percent of expenditures for teacher salaries**	62.1%	Up from 59.4%	65.9%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Knightsville Elementary School is an outstanding school in an amazing school district, and we are moving from Good to Excellent! It is the home to over 1,000 Jamming Jaguars and a world class faculty and staff. The mission of the parents, faculty, staff, and school community centers on creating lifelong learners who are able to meet the challenges of the future. As part of a high performing school district, Knightsville Elementary School is dedicated to maintaining high expectations with rigor and relevance, while supporting strong relationships among the students and school community.

The vision of the school community demonstrates our focus to provide intensive reading instruction and interventions that will ensure all children read on grade level or above. This same concentration is applied to all academic areas. Knightsville Elementary School will continue to provide academic excellence for all students while maintaining systematic interventions to ensure every child is successful.

Children at Knightsville Elementary School not only achieve academic success, but they receive strategic instruction on core lifelong guidelines building character and citizenship. Our Positive Behavior Interventions and Supports (PBIS) focuses on our ROAR Procedures – Respect, Order, Achievement/Attitude, and Responsibility. You will find this as an overall theme when you visit our school.

Through the efforts of the school community, Knightsville Elementary has been honored as a South Carolina Red Carpet School in recognition of our family-friendly environment. Our school has various extracurricular activities that include a Steel Drum Band, Dance Team, Robotics, Chorus, Tone Chimes Ensemble, Annual Art Show, Sculpture Garden, and other clubs that promote healthy lifestyles.

Due to the diligence of the outstanding faculty, student achievement and building relationships will remain top priorities at Knightsville Elementary School as we move from Good to Excellent! As we partner with Dorchester School District Two and the Knightsville community, we are committed to work to improve all academic areas, while addressing social and emotional needs of every child.

We value the overwhelming support from our parents and community who partner with us to provide the most beneficial educational experiences for our children. It is a privilege and honor to work with such an exceptional school community.

Wally Baird, Principal
Stephanie Mitchum, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	128	92
Percent satisfied with learning environment	90.9%	87.3%	75.8%
Percent satisfied with social and physical environment	98.2%	84.3%	80.2%
Percent satisfied with school-home relations	85.7%	91.3%	83.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
---------------------------	----

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	483	99.6	17.2	32.6	50.2	89.3	89.1	83.5	Yes	Yes
Gender										
Male	258	99.2	22.6	33.1	44.4	85.8	86.1	80.1	N/A	N/A
Female	225	100	11	32.1	56.9	93.3	92.1	87	N/A	N/A
Racial/Ethnic Group										
White	323	99.7	11.8	31.1	57	93.8	93	89.6	Yes	Yes
African American	129	99.2	30.8	35.9	33.3	78.6	81.6	74.6	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.5	92.7	I/S	I/S
Hispanic	15	100	21.4	28.6	50	85.7	84.1	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	61.4	29.5	9.1	59.1	57.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	238	99.6	28.2	33.3	38.5	82.2	83.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	483	100	21	37.5	41.5	87.7	87.2	80.4	Yes	Yes
Gender										
Male	258	100	24.3	36	39.7	85.4	85.5	78.4	N/A	N/A
Female	225	100	17.2	39.2	43.5	90.4	88.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	323	100	15.1	34.8	50.2	93.1	92	87.8	Yes	Yes
African American	129	100	38.5	41.9	19.7	71.8	77.5	69.3	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.5	93.5	I/S	I/S
Hispanic	15	100	7.1	57.1	35.7	100	86.1	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
Disability Status										
Disabled	46	100	70.5	25	4.5	47.7	55	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	86.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	238	100	31.5	40.8	27.7	81.2	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	---------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	318	99.4	33.7	48.6	17.7	66.3	74.7	67.3
Gender								
Male	167	98.8	32	47.7	20.3	68	74.2	66.9
Female	151	100	35.5	49.6	14.9	64.5	75.3	67.7
Racial/Ethnic Group								
White	207	99.5	24	51.5	24.5	76	84.1	79.6
African American	92	98.9	56.8	38.3	4.9	43.2	56.5	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80.8	69.5
Disability Status								
Disabled	29	93.1	65.4	30.8	3.8	34.6	39.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.5	58.6
Socio-Economic Status								
Subsidized meals	160	99.4	46.5	45.8	7.7	53.5	61.8	55.4

Social Studies

All Students	319	99.4	18.8	45.5	35.6	81.2	78.8	70.9
Gender								
Male	174	98.9	20.8	39.6	39.6	79.2	77.8	70.1
Female	145	100	16.5	52.6	30.8	83.5	79.8	71.7
Racial/Ethnic Group								
White	218	99.1	13.8	42.4	43.8	86.2	84.6	79.2
African American	81	100	28.8	56.2	15.1	71.2	67.5	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	71.2
Disability Status								
Disabled	27	96.3	61.5	34.6	3.8	38.5	44.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.1	68
Socio-Economic Status								
Subsidized meals	153	99.4	30.4	47.4	22.2	69.6	69.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	475	99.2	20.2	30.9	48.9	79.8	82.9	72.1	95.8	96
Gender										
Male	251	98.4	28.4	33.1	38.6	71.6	77.4	65.2	95.8	96
Female	224	100	11	28.6	60.5	89	88.6	79.2	95.8	96.1
Racial/Ethnic Group										
White	318	98.7	16.2	29.8	54	83.8	88.2	80.8	95.6	95.8
African American	128	100	29.7	34.7	35.6	70.3	73.1	59.7	96.2	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.5	87	96.8	97
Hispanic	14	100	21.4	28.6	50	78.6	75.2	64.6	95.8	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	90.1	73.4	94.8	95.5
Disability Status										
Disabled	37	89.2	65.6	28.1	6.3	34.4	37.7	27.7	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.4	63.7	96.3	96.5
Socio-Economic Status										
Subsidized meals	230	100	32.2	33.6	34.1	67.8	74.1	61.9	95.2	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	154	99.4	16.5	28.8	54.7	83.5
	4	165	100	21.2	39	39.7	78.8
	5	127	100	19	51.7	29.3	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	163	99.4	13.3	24	62.7	86.7
	4	155	99.4	18.3	38.7	43	81.7
	5	164	100	20	35.5	44.5	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	154	99.4	19.4	40.3	40.3	80.6
	4	165	100	21.9	51.4	26.7	78.1
	5	127	100	16.4	50.9	32.8	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	163	100	24	27.3	48.7	76
	4	155	100	15.5	44.4	40.1	84.5
	5	164	100	22.6	41.3	36.1	77.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	77	100	25.8	39.4	34.8	74.2
	4	165	100	28.1	63.7	8.2	71.9
	5	61	100	22.8	57.9	19.3	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	82	98.8	40	34.7	25.3	60
	4	155	99.4	22.7	58.9	18.4	77.3
	5	81	100	47.4	43.6	9	52.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	76	100	19.2	46.6	34.2	80.8
	4	165	100	13.7	56.2	30.1	86.3
	5	66	100	20.3	57.6	22	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	100	16	46.7	37.3	84
	4	154	99.4	15.7	49.3	35	84.3
	5	83	100	27.3	37.7	35.1	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	152	98.7	22.3	25.9	51.8	77.7
	4	162	98.8	26	30.1	43.8	74
	5	127	99.2	13.7	41	45.3	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	162	99.4	19.9	26.5	53.6	80.1
	4	151	98.7	20.6	33.3	46.1	79.4
	5	162	99.4	20.1	33.1	46.8	79.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample